



College of Nursing  
**UNIVERSITY OF THE PHILIPPINES MANILA**  
The Health Sciences Center

Sotejo Hall, Pedro Gil Street, Ermita, Manila 1000 Philippines  
Tel Nos. (02) 85231472, (02) 85231477, (02) 85231494 • TeleFax: (02) 85231485  
Email: upm-cn@up.edu.ph



**N107: Nursing Interventions 2**  
*2nd semester, Academic Year 2023-2024*

**COPYRIGHT NOTICE**

This material has been reproduced and communicated to you by or on behalf of University of the Philippines pursuant to PART IV: The Law on Copyright of Republic Act (RA) 8293 or the "Intellectual Property Code of the Philippines".

The University does not authorize you to reproduce or communicate this material. The Material may contain works that are subject to copyright protection under RA 8293. Any reproduction and/or communication of the material by you may be subject to copyright infringement and the copyright owners have the right to take legal action against such infringement.

**Do not remove this notice.**

**COURSE SYLLABUS**

**Course Name:** Nursing Care of Clients with Inflammation and Infection, Chronic, and Degenerative Conditions

**Description:** Nursing care of individuals (across the lifespan including high risk pregnant women and high risk neonates), families, and population groups with pathophysiological and psychosocial disturbances in the hospital and the community. The clients include those with infection, chronic and degenerative conditions with problems related to perception and coordination, nutrition and metabolism, cellular aberrations, rehabilitation, and ageing.

**Purpose:** To enable the student to integrate/apply knowledge and develop skills and attitudes in the care of individuals, families, and population groups whose members have problems such as infection, chronic and degenerative conditions related to perception and coordination, nutrition and metabolism, cellular aberrations, rehabilitation, and ageing.

**Pre-requisite:** Nursing Interventions 1 (N-105)

**Credit:** 6 units (3 units for didactics, 3 units for clinical/field duty)

**Faculty:** Asst. Prof. Laurence Lloyd B. Parial, PhD, RN (Coordinator)  
Asst. Prof. Aldin D. Gaspar, MSc, MHC, MN, RN (Co-coordinator)  
Asst. Prof. Alyssa Jenny E. Tupaz, MA (Nursing), RN  
Asst. Prof. Kathryn Lizbeth L. Siongco, PhD, RN  
Asst. Prof. Alexandra Belle S. Bernal, MOHRE, RN  
Asst. Prof. Aprille C. Banayat, MA (Nursing), RN  
Asst. Prof. John Joseph B. Posadas, MSAHP, RN  
Asst. Prof. Kristine Joy L. Tomanan, MCD, RN  
Asst. Prof. Jan Vincent T. Delos Santos, MAEd, RN  
\*Clinical preceptors from the Philippine General Hospital

**Clinical Areas:** Philippine General Hospital (Wards 3, 4, 6, 9, 11, Cancer Institute, Main & OPD Operating Rooms, SOJR); Manila Health Department

**Course Outcomes:**

At the end of course, the student will be able to develop the following course outcomes:

1. Demonstrate critical thinking in the analysis of pathophysiologic mechanisms and psychosocial factors that contribute to the development of nursing and health problems;
2. Perform holistic and compassionate physiologic and psychosocial nursing interventions towards safe and quality care for adult, high risk pregnant, older persons, and pediatric clients, and their families, with problems related to perception and coordination, nutrition and metabolism, cellular aberrations, rehabilitation, and ageing;
3. Use skills on health promotion and disease prevention towards higher level of wellness among adult, pediatric clients, older persons, and their families, with problems related to perception and coordination, nutrition and metabolism, cellular aberrations, rehabilitation, and ageing;
4. Use up-to-date and relevant clinical guidelines and research findings in the delivery of nursing care;
5. Record data accurately, and correctly using prescribed format;
6. Collaborate with client, family and members of the health team in implementing the plan of care;
7. Demonstrate initiative and self-direction in managing client care;
8. Apply institutional policies, bioethical and legal standards in the provision of nursing care;
9. Demonstrate respect for human dignity, gender and culture sensitivity, and social justice in the practice of nursing;
10. Practice effective communication techniques in relating with clients and their significant others, and members of the health team;
11. Recognize the need for lifelong learning in improving nursing practice;
12. Appreciate nursing care as a venue for service and learning.

**Learning Outcomes:**

Specifically, the student will be able to develop the following learning outcomes:

1. Detect risk factors that contribute to the development of related to perception and coordination, nutrition and metabolism, cellular aberrations, rehabilitation, and ageing in adult, pediatric clients, older persons, and families;
2. Describe the nursing responsibilities in the care of clients with chronic illness and their families;
3. Discuss the issues among clients with chronic illness;
4. Determine factors that contribute to the development of problems related to perception and coordination, nutrition and metabolism, cellular aberrations, rehabilitation, and ageing in adult, pediatric clients, older persons, and their families;
5. Demonstrate the principles and techniques in the focused physical assessment of high risk and sick newborn, pregnant women, children and adults with infection, chronic and degenerative conditions with problems in perception and coordination, nutrition and metabolism, cellular aberrations, and rehabilitation;
6. Discuss key history, physical assessment, laboratory and diagnostic findings in pediatric, adult and pregnant clients with problems in perception and coordination, nutrition and metabolism, cellular aberrations, and rehabilitation;
7. Explain the pathophysiologic mechanism related to the client's condition;

8. Discuss the purposes or indications of appropriate diagnostic examinations;
9. Describe the general preparation and care of patients undergoing the above laboratory/diagnostic examinations;
10. State the normal value/findings and significance of deviations of the above examinations;
11. Relate/Integrate the results of diagnostic examinations with the comprehensive health assessment findings;
12. Formulate a nursing diagnosis using the PES format;
13. Specify appropriate nursing diagnoses and collaborative problems using pathophysiologic concepts, related signs and symptoms/problems related to perception and coordination, nutrition and metabolism, cellular aberrations, rehabilitation, and ageing;
14. Examine the basis for prioritization of problems vis-a vis the concepts of perception and coordination, nutrition and metabolism, immune response and infection, and cellular aberration;
15. Develop outcome criteria using the Nursing Outcomes Classification (NOCs) for clients with problems in the following areas;
16. Identify the parameters for selecting nursing interventions using the Nursing Interventions Classification (NICs);
17. Provide appropriate nursing interventions for specific nursing diagnosis;
18. Provide safe nursing care during the peri-operative phases;
19. Apply concepts of Patient Safety in providing nursing care and working with the healthcare team;
20. Explain pharmacologic action/ therapeutic use, side-effects, contraindications, and nursing responsibilities of drugs included in the care of patient;
21. Discuss biobehavioral interventions and holistic care;
22. Provide appropriate health teachings;
23. Prevent or minimizes complications;
24. Help client/s undergo the stages of grief & loss, when appropriate;
25. Use appropriate criteria and standards in evaluating client's response;
26. Record data accurately, and correctly using prescribed format;
27. Apply institutional policies, bioethical, and legal standards/principles in the provision of nursing care;
28. Appreciate the importance of the use of the bioethical principles in the day-to-day life of the nurse;
29. Demonstrate honesty in data gathering, problem identification, implementing interventions, reporting, recording and evaluating outcomes;
30. Communicate with patients, demonstrating awareness of gender and cultural differences effectively;
31. Perform a sex-specific and gender-appropriate physical examination;
32. Demonstrate sensitivity to social problems affecting the health status of clientele in providing equitable care;
33. Practice effective communication techniques in relating with clients and their significant others, and members of the health team;
34. Recognize the need for lifelong learning in improving nursing practice;
35. Appreciate nursing care as a venue for service and learning.

## Evaluation Criteria:

### A. Theoretical Portion (50%)

Long Exams (3)	70%
<i>Long Exam 1 (25%)</i>	
<i>Long Exam 2 (25%)</i>	
<i>Long Exam 3 (20%)</i>	
Final Exam	30%

### B. Clinical Portion (50%)

Clinical Performance	85%
Case Study	15%

## Requirements:

### *Lectures (50%)*

- Three (3) long exams, final exam, and quizzes
- Laboratory sessions
- Class and VLE participation

### *Clinical/Community Rotations (50%)*

Competencies evaluated using the Performance Evaluation Checklist

Written requirements

*HOSPITAL: Time and Activity Plan, Nursing History and Physical Assessment, Pathophysiologic Diagram, Diagnostic and Laboratory Studies, Drug Studies, Charting/Progress Notes, EBP Nursing Journal with summary & reaction and integrated in care plan, Nursing Care Plan, Highlights and Insights (per student)*

*COMMUNITY: Family health nursing (IDB, FNCP, FSPR, Problem sheet, teaching plan (per student) & program implementation (accomplishment report, updated program plans, etc.) (per group)*

Achievement examinations

*Case study (To be submitted within fourteen (14) days (including weekends) from the last day of the clinical duty in the designated area. A 2-point deduction per day of late submission shall be incurred from the final rating of the requirement.*

### *Others:*

Completion of three to five (3 - 5) Major and Minor Scrub, and three to five (3 - 5) Circulating OR cases (See PRC-BON Memorandum No. 02 Series 2009)

Immunizations/vaccinations: Anti-Rabies (pre-exposure) and Hepatitis B booster vaccines or vaccination records and Hepatitis profile test results (taken within 6 months); COVID-19 vaccination (*at least one booster dose*)

## RULES AND POLICIES:

### 1. Examinations

- 1.1. Students are advised not to miss long exams. Make-up examinations will not be given, unless there is an excused absence.
- 1.2. Exemptions in the final exams will be given to students who pass all 3 long exams, no missed long exams, and have a class standing of at least 1.75.
- 1.3. A removal exam shall be administered for students who meet any of the following criteria:

- a. An average grade of below 60% of the three (3) long exams and the final exam; OR
  - b. A grade less than 50% in any of the three (3) exams; OR
  - c. A grade of below 55% in the final exam.
- 1.4. The minimum passing level for the removal exam is 70%.
2. Classroom Attendance and Conduct
  - 2.1. University rule on absence shall apply. Students who are absent (excused or unexcused) for 20% or more of the class sessions will be given a grade of 5.0. For the theoreticals, this is equivalent to 2 or more days of absences.
  - 2.2. Please come to class promptly. A student is considered late if arrival is 1-15 minutes after the designated time of lecture, ward class, and clinical rotation. Three (3) incidences of tardiness during all academic activities is equivalent to one (1) unexcused absence.
  - 2.3. A student is considered absent if arrival is >15 minutes after the designated time of all scheduled activities.
  - 2.4. Video/voice recording or photography of any kind of the lectures, laboratory sessions, or any activities, is NOT allowed.
  - 2.5. Any form of replication/copying of examinations or its distribution are NOT allowed, and will be sanctioned based on implementing rules reflected on the UPCN Catalogue of Information/Student Handbook/UP Manual.
  - 2.6. University/College of Nursing rules apply on issues of intellectual/academic dishonesty, cheating or misconduct.**
3. Clinical Rotation/Duty Conduct

*Please refer to the **UNDERGRADUATE STUDENT POLICIES FOR CLINICAL PRACTICE** (Teaching Program, 2011)*

## CLASSROOM SCHEDULE

\*Classroom activities include lectures (classroom sessions) and independent learning activities, which may include skills development or laboratory sessions.

WK	DATE / TIME	TOPIC	FACULTY / VENUE
1	Jan 29 (M) 7:00AM - 12NN	<b>ORIENTATION</b> <i>Key concepts in Nursing Interventions II</i> Common risk factors for non-communicable diseases Risk assessment & screening procedures Healthy lifestyle interventions <i>Care of clients with chronic illness</i> <i>Care of clients during rehabilitation</i> Individuals Population groups in the community	LLBParial & all faculty  Nursing Auditorium
	Jan 30 (T)	Nursing care of clients with problems in perception and coordination <i>PART 1: Vascular disturbances, increased ICP &amp; seizures, and degenerative impairments</i>	KLLSiongco Room 214
	Jan 31 (W)	<i>PART 2: Musculoskeletal problems &amp; neuro-muscular impairments</i>	KLLSiongco / ASBernal
	Feb 1 (Th)	<i>PART 3: Orthopedic problems and rehabilitation</i>	ASBernal
	Feb 2 (F)	<i>PART 4: Sensory-perceptual disturbances (visual &amp; auditory)</i>	ADGaspar
2	Feb 5 (M)	Nursing care of pediatric clients with problems related to perception and coordination	ACBanayat
	Feb 6 (T)	<b>Study Break</b>	
	Feb 7 (W)	<b>First Long Examination</b>	
	Feb 8 (Th)	Nursing care of clients with infection Common communicable diseases Patient safety in infection control	LLBParial
	Feb 9 (F)	<b>Holiday - Chinese New Year</b>	
3	Feb 12 (M)	Nursing care of clients with impairments in body's protective mechanism / immune system <i>**Feedback of 1st Long exam (ADG)</i>	ADGaspar
	Feb 13 (T)	The older person and chronic illness Nursing care of geriatric clients with problems related to immunity and infection <i>**Feedback of 1st Long exam (LLBP)</i>	LLBParial
	Feb 14 (W)	Nursing care of clients with cancer <i>Risk Factors and Carcinogenesis</i> <i>Common Cancers in Men</i>	AJETupaz

	Feb 15 (Th)	Nursing care of clients with cancer <i>Common Cancers in Women</i> <i>Cancer Treatment Modalities</i>	AJETupaz
	Feb 16 (F)	Nursing care of pediatric clients with problems related to immunity, infection, and cancer	ACBanayat
4	Feb 19 (M)	<b>Second Long Examination</b>	
	Feb 20 (T)	Nursing care of clients with alterations in GIT and accessory organs	ADGaspar
	Feb 21 (W)	Nursing care of pediatric clients with problems related to nutrition, metabolism and hormonal imbalances	ACBanayat
	Feb 22 (Th)	Nursing care of clients with metabolic and hormonal problems	LLBParial
	Feb 23 (F)	Nutrition and diet therapy <i>**Feedback of 2nd Long exam (ADG)</i>	ADGaspar
5	Feb 26 (M)	Skills Laboratory sessions	All faculty
	Feb 27 (T)	Skills Laboratory sessions	All faculty
	Feb 28 (W)	<b>Third Long Examination</b>	
	Feb 29 (Th)	Skills Laboratory sessions	All faculty
	Mar 1 (F)	<b>Final Examination and Removals</b>	
6	Mar 4 (M)	<b>Orientation to Related Learning Experiences in the Hospital and Community &amp; Courtesy call</b>	All Faculty
	Mar 5 (T)	<b>Start of Clinical Rotations</b> (Refer to schedule)	
19	Jun 3-7	<b>Integration Period</b>	
	Jun 11	<b>Deadline of Submission of Grades</b>	

## CLINICAL (HOSPITAL) DUTY GUIDELINES

1. Submit a copy of your COVID-19 vaccination card and proof of health/medical insurance in the VLE submission bin.
2. Daily attendance to clinical responsibilities at the designated hospital unit: 6:00 AM to 12:00 NN.
3. Be in your assigned hospital unit 15 mins before the patient handover so you have time to don your PPE and conduct chart review.
4. Wear the following:
  - a. Upon entry to PGH:
    - i. UPCN Base hospital uniform
    - ii. Medical mask
    - iii. Fully-closed white shoes
    - iv. UP Manila ID
  - b. During patient care:
    - i. UPCN Base hospital uniform with apron or cobbler
    - ii. White laboratory gown with long sleeves (or disposable gown with sleeves) (as needed)
    - iii. Medical mask
    - iv. Face shield, goggles, or eye glasses
    - v. Fully-closed white shoes
5. Attend the ward class and debrief sessions with the faculty after clinical duty. At the end of each duty week, prepare for a small group case discussion.
  - a. Students will briefly present and discuss the patient's case that they handled to their group mates.
  - b. An open forum will be done after each case discussion.
  - c. An achievement exam will be administered after all cases are presented.
6. Submit the following WORKING clinical papers in the designated submission bins as scheduled:
  - a. Time & Activity Plan (TAP) - daily (printed)
  - b. List of Nursing Problems with justification/rationalization - Day 1/2 (to be revised as per feedback of FIC)
  - c. Nursing Health History - Day 2 (to be revised as per feedback of FIC)
  - d. Physical Examination findings - Day 2 (to be revised as per feedback of FIC)
  - e. Medication Management Plan - Day 2 (to be revised as per feedback of FIC)
  - f. Pathophysiology diagram - Day 2 (to be revised as per feedback of FIC)
  - g. Nursing Care Plan (EBP should be incorporated) - Day 2 (to be revised as per feedback of FIC)
  - h. Laboratory Study - Day 3 (to be revised as per feedback of FIC)
  - i. End-of-shift Report - daily
    - i. Hard copy to be given to buddy nurse
    - ii. Should contain the following latest updates:
      1. IV fluid received and to endorse
      2. Diet provided (type of feeding, amount)
      3. Vital signs and other significant assessment findings (e.g. GCS, CBG, etc.)
      4. Urine output
      5. Interventions done/not done (if not done, indicate reason. Ex: Medication not given due to unavailability, requested medication from pharmacy)
      6. Other significant events



- j. Progress notes - daily
    - i. Update column in TAP if plan was implemented or not.
    - ii. Diagnosis - Interventions - Evaluation
  - k. Highlights & Insights for the week
 

**Note:** All working clinical papers are to be submitted before 6:00 AM, and to be revised as per feedback of FIC
7. Each student will be assigned to one clinical area for their case study. Collate revised clinical papers during the clinical rotation week. Write a case study using academic format, and submit the requirement fourteen (14) days after the last clinical duty day. The following should also be included in the portfolio:
- a. Critical appraisal of an evidence-based therapy journal or article
  - b. Discharge Plan
  - c. Critical reflection
    - i. Insights in terms of roles of nurses, nurse-client relationship, and inter-professional collaboration
    - ii. Achievements or sources of satisfaction
    - iii. Areas for improvement or sources of frustration
  - d. Similarity index report (via Turnitin)

## COMMUNITY DUTY GUIDELINES

1. Daily attendance to responsibilities at the designated community: 7:30AM to 12:00 NN.
2. Wear the following:
  - a. UPCN community uniform
  - b. Medical mask
  - c. Fully-closed black shoes
  - d. UP Manila ID
3. There will be a pre- and post-conference daily during the community rotation.
4. Submit the following papers in the designated submission bins as scheduled:
  - a. Family health nursing (IDB, FNCP, FSPR, Problem sheet, teaching plan) for two (2) families
  - b. Program implementation (accomplishment report, updated program implementation, and evaluation plans)

## Recommended References\*

- Bickley, L.S., et al. (2020). *Bates' Guide to Physical Examination & History Taking*. 13<sup>th</sup> ed. Philadelphia, PA: Lippincott Williams & Wilkins.
- Black, J.M & Hawks, J.H. (2009). *Medical-surgical nursing: clinical management for positive outcomes*. 8th ed.
- Bulechek, G., Butcher, H., and Dochterman, J. (2019). *Nursing interventions classification (NIC)*. 9<sup>th</sup> ed. MO: Mosby, Inc.
- Ignatavicius, D.D., Workman, M.L. (2021). *Medical-Surgical nursing: Patient-centered collaborative care*. 10<sup>th</sup> ed. MO: Saunders.
- Linton, A.D. and Lach, H.W. (2007). *Matteson & McConnell's gerontological nursing*. 3<sup>rd</sup> ed. MO: Saunders.
- NANDA International. (2022). *Nursing Diagnoses Definitions and Classification 2021-2023*. 12<sup>th</sup> ed. Herdman, Kamitsuru, & Lopes (Eds.)
- Moorhead S., et.al. (2022). *Nursing outcomes classification (NOC)*. 7<sup>th</sup> ed. MO: Mosby, Inc.
- Smeltzer, S.C. et al. (2021). *Brunner & Suddarth's textbook of medical-surgical nursing*. 15<sup>th</sup> ed. PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.